

### Octorara Area School District

**Acquisition Lesson Plan--Elementary**

Plan for the Concept, Topic, or Skill - Not for the Day

Name/Bldg: Heidi Ferry/OIS Date(s): revolving-1week

Topic/Concept: Open syllables Course/Subject: Word Study

|  |
| --- |
| Essential Question: What is a Open Syllable and how do I identify it?  -------------------------------------------------------------------------------------------------------------------  What do students need to learn to answer the Essential Question?  **Assessment Prompt :** What sound does the vowel make when the syllable ends in a vowel?  **Activating Strategy**: Write the word local on the board as an example asking students to read the word. Ask then to identify the first syllable in the word.  **AP #1:** Explain to students that an open syllable end in a vowel and the sound is long. Using the word local as an example the first syllable is lo and has the long o vowel sound. Then explain to students that we are going to practice moving from one syllable words to multisyllabic words. Write following open syllables on the board: As a classStudents will read one syllable words in the first column and will then transition to reading multisyllabic words in the second column: (choral reading)  la lazy so solo  co coma ro rotation  pre prefix mo momentary  hi hibernate me meteor  na native fla flavorful  **Extentended Thinking:** Students circle the open syllables in the following words*probabtion, grocery, fatalistic, graciously, donations.(text marking)*  **Summarizing Strategy:** With partners students use The Big Word Strategy to decode the following words: *Probabtion, grocery, fatalistic, graciously,* donations (partner talk)  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Assessment Prompt:**  What part of the word is an open syllable?  **Activating Strategy:**. Students and teacher chorally read the words on the open syllable speed drill.(choral reading)  **AP#2:** Teacher reviews with students how to identify an open syllable. Students are reminded what a speed drill is and using the open syllable speed drill graphic organizer students chorally read all the words and then attempt to separate the words between the open syllables then practice saying the words .(text marking)  **Extendended Thinking:**. Students time each other reading the open syllable speed drill and record their answers. Students are attempting to improve their time  **Summarizing Strategy:**  Students review with their partners any words they had trouble pronouncing or identifying. (Group talk)  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| ---------------------------------------------------------------------------------------------------------------------------------------  **\*Key vocabulary to preview/review:** prefixes;suffixes;base words(root words),syllables, long vowel sounds, open syllables |
| Teaching Strategies:  **Graphic Organizer:**  (AP1)  AP 2) Open Syllable Speed Drill |
|  |